



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

902 Eason Avenue, Buckeye, AZ 85326

Buckeye Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2003-04	Performing
2002-03	Performing
2001-02	Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. MaryAnn Sphar  
 Schedule : 8:00 AM to 4:00 PM  
 Grades : 9-12  
 2004 Enrollment : 1142  
 Web Address : www.buhsd.org  
 Phone Number : (623) 386-9714  
 Fax Number : (623) 386-9711  
 E-mail : msphar@buhsd.org

### Mission

The mission of Buckeye Union High School District is to provide an education that empowers all students to succeed in a rapidly changing world by providing challenging opportunities to learn according to individual needs in a safe, supportive environment.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status <sup>(b)</sup>

2003-04	Out of Improvement
2002-03	Year 1
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü All students will meet or exceed the academic standards established by the state of Arizona as measured by the AIMS in order to earn a high school diploma.
- ü All schools in the district will meet or exceed ADE standards to receive a 'performing school', 'highly performing' or a 'excelling' school label.
- ü To enhance character leadership and citizenship, the school will increase the percentage of students participating in extra- and co-curricular opportunities offered in the district.
- ü To increase the percentage of students who are enrolling in post-secondary education and/or vocational training.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1078  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 20

## Instructional Programs

- ü Honors Classes
- ü Extended-day Classes
- ü ELL
- ü On-site Special Education
- ü Dual Enrollment Classes
- ü Gifted Program

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/5/2004
Last Day of School :	5/19/2005

## Shared Responsibilities

### School

Arrange to meet parents when necessary to discuss concerns. Ensure a friendly and welcoming attitude toward parents. Provide an environment that allows for positive communication among teachers, parents, and students. Enforce all school/classroom rules fairly and consistently. Ensure classroom instruction focuses on mastery of the AZ academic standards. Model and reinforce respect for adults and students. Provide a safe and appropriate learning environment.

### Parents

Communicate regularly with my student's teachers. Encourage student's efforts and be available for questions. Promote high expectations for my student's achievement. Participate in decisions about my student's education. Encourage positive attitudes about school. Require daily and on time school attendance. Understand and support the policies and decisions set by the school and/or teacher. Support school-wide interventions for my student's success. Demonstrate respect toward school staff.

## Transportation Policy

The district provides bus transportation for those living outside of the Buckeye city limits. Transportation is a service and privilege that is not required of the school districts and can be revoked.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Regional FFA Advisor of the Year	2004
ü First place AZ Ag Mechanics Team	2004
ü Amer Assn of Volleyball Coaches Academic Award	2004
ü National FFA Foundation Scholarship Recipient	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 3

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	258	429	65934	100	100	100	486	492	492	47	42	43	17	17	18	27	29	24	8	12	15
All Students (Prior Year)	270	385	57534	94	95	91	491	491	491	42	42	46	20	21	16	31	27	23	7	10	15
Female	115	195	32586	99	98	100	485	493	491	47	39	44	18	18	19	29	32	24	6	11	14
Male	143	234	33226	100	100	99	487	491	493	47	44	42	17	17	18	25	26	24	11	13	16
African American	11	14	3042	100	100	98	463	465	478	73	71	58	27	29	19	0	0	17	0	0	6
Hispanic	122	165	21740	97	96	100	477	481	475	59	55	63	17	14	17	22	26	15	2	4	5
Asian/Pacific Islander	--	NC	1643	--	NC	99	--	NC	519	--	NC	23	--	NC	13	--	NC	30	--	NC	34
American Indian/Alaskan Native	NC	NC	4351	NC	NC	99	NC	NC	472	NC	NC	68	NC	NC	16	NC	NC	13	NC	NC	4
White	120	244	34819	100	100	99	499	502	505	31	29	27	17	19	20	36	33	31	16	19	22
Students with Disabilities	31	52	6507	97	100	100	471	469	456	64	71	83	27	21	9	9	7	6	0	0	2
Students without Disabilities	227	377	59427	100	100	100	487	493	494	46	41	41	17	17	19	28	30	25	9	13	16
Limited English Proficient Students	49	57	6793	100	100	100	467	468	464	77	77	79	13	12	11	11	12	8	0	0	2
Migrant Students	NC	NC	708				NC	NC	469	NC	NC	72	NC	NC	15	NC	NC	10	NC	NC	3
Economically Disadvantaged	97	131	18745				477	481	475	63	58	64	18	17	16	15	21	15	4	4	5
Non-Economically Disadvantaged	161	298	47182				492	497	499	37	34	35	17	17	19	35	32	27	11	16	19

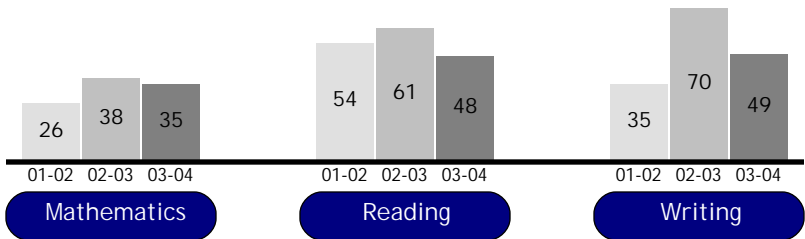
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	254	433	68162	100	100	100	500	506	509	28	20	18	23	27	24	44	49	51	4	5	8
All Students (Prior Year)	267	388	56700	93	95	89	509	511	512	14	12	15	25	24	23	54	56	52	7	8	10
Female	118	202	33509	100	99	100	498	504	513	25	18	15	27	29	23	45	51	52	3	3	9
Male	136	231	34521	100	100	100	501	507	505	31	22	20	20	24	24	43	47	49	6	7	7
African American	10	12	3163	100	100	99	484	483	497	30	33	22	30	25	30	40	42	46	0	0	3
Hispanic	131	175	22624	98	98	100	483	486	487	41	36	32	28	30	31	29	32	35	2	2	2
Asian/Pacific Islander	--	NC	1666	--	NC	100	--	NC	523	--	NC	11	--	NC	17	--	NC	60	--	NC	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	111	240	35727	100	100	100	521	522	526	13	7	7	18	24	17	62	61	64	7	7	12
Students with Disabilities	31	54	6845	97	100	100	460	466	468	67	48	53	22	35	29	11	17	18	0	0	1
Students without Disabilities	223	379	61317	100	99	100	501	508	512	27	18	15	23	26	23	45	51	53	4	5	8
Limited English Proficient Students	53	62	7152	100	100	100	458	458	464	76	75	57	20	19	31	4	5	12	0	0	0
Migrant Students	NC	NC	745				NC	NC	469	NC	NC	51	NC	NC	31	NC	NC	17	NC	NC	1
Economically Disadvantaged	110	147	19528				481	483	487	44	36	31	27	33	32	27	30	34	2	1	2
Non-Economically Disadvantaged	144	286	48595				515	517	518	16	11	13	20	23	20	57	59	57	6	6	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	250	429	67629	98	99	100	500	503	524	28	28	22	24	23	16	48	48	59	1	1	3
All Students (Prior Year)	280	400	55090	98	98	87	474	475	479	14	13	16	16	18	13	70	69	70	0	0	0
Female	116	200	33347	98	98	100	512	518	537	25	22	17	17	20	15	56	56	64	2	2	4
Male	134	229	34151	99	100	99	489	489	512	30	33	27	29	26	18	41	40	54	0	0	2
African American	10	12	3150	100	100	99	490	503	515	30	25	24	50	42	19	20	33	56	0	0	2
Hispanic	128	172	22313	96	96	100	472	474	493	41	42	34	23	24	19	36	34	46	0	0	1
Asian/Pacific Islander	--	NC	1659	--	NC	100	--	NC	564	--	NC	11	--	NC	12	--	NC	68	--	NC	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	110	239	35593	100	100	99	534	523	547	11	18	13	21	21	14	66	59	69	2	2	4
Students with Disabilities	30	53	6712	94	100	100	421	404	445	67	65	61	22	20	18	11	15	21	0	0	0
Students without Disabilities	220	376	60917	99	98	100	503	508	530	26	26	19	24	23	16	50	49	61	1	1	3
Limited English Proficient Students	53	62	6994	100	100	100	411	411	442	73	74	58	18	18	18	8	9	23	0	0	0
Migrant Students	NC	NC	732				NC	NC	466	NC	NC	44	NC	NC	23	NC	NC	33	NC	NC	0
Economically Disadvantaged	109	146	19310				465	468	489	42	42	35	26	26	20	31	32	44	0	0	1
Non-Economically Disadvantaged	141	283	48278				529	521	538	16	20	17	21	22	15	61	56	65	2	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	33	33	37	98	32	37	41	92	37	NA	42
	Language	100	28	30	38	99	30	34	42	94	31	35	42
	Mathematics	100	60	58	56	100	51	56	60	93	59	62	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Buckeye Union High School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 4 Community Member(s)
- 1 Student(s)

### Council Duties

- Ü Curriculum
- Ü Improvement Plan
- Ü Extra-curricular Activities
- Ü Celebration of success of students&staff

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	60.60
Other Professional Staff	6.00	Teacher Aide	10.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	1	0	0
4 to 6 years	10	1	0	0
7 to 9 years	9	3	0	0
10 or more years	12	6	0	0

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	52
Core academic classes taught by Highly Qualified (NCLB) teachers.	174.5
Teachers with Emergency Certificaton.	5

## Resources Available at School Site

### Special Facilities

- Ü Computer Labs
- Ü Vocational Labs
- Ü Library
- Ü Greenhouse Lab

### Extracurricular Activities

- Ü Student Government/Athletics
- Ü FBLA/FFA/SADD
- Ü Close-Up/Culture Club
- Ü Spanish/French Club/Mecha
- Ü Athletics
- Ü Chess/Skateboard

### Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Crisis Intervention
- Ü Community Classes
- Ü School Resource Officer
- Ü Police Officer

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Implementing the Professional Learning Communities framework with a focused approach to teacher development, interventions promoting student success resulting in increase in AIMS Math scores, and attainment of the academic standards.
- ü A dual enrollment program partnering with local community colleges allows students to simultaneously earn credit toward a high school diploma and postsecondary degree.
- ü We are pleased to report that Buckeye Union High School has met the criteria for Adequate Yearly Progress (AYP).

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	98	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	83			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).



School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

BUHS continues to provide a safe and supportive environment for a quality and comprehensive education where all students can achieve their full potential as responsible, ethical and productive members of society.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Mary Ann Sphar	(623) 386-4423
Transportation Policy	Don McLaughlin	(623) 386-9757
Community Resources	Mary Ann Sphar	(623) 386-4423
School Nutrition Programs	Karen Eyherabide	(623) 386-9703
Parent Organization		
Student Health/Nurse	Debbie Richman	(623) 386-4423

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( --). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.